

Ford Elementary

601 Lucas Avenue
Laurens, SC 29360

Grades	PK-5 Elementary School	
Enrollment	513 Students	
Principal	Susan Heydt	864-984-3986
Superintendent	Edgar C. Taylor, Ed.D.	864-984-3568
Board Chair	Rev. Charlie Short	864-681-3664

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	27	83	24

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Good	Good	No
2005	Average	Unsatisfactory	Yes
2006	Average	Below Average	Yes

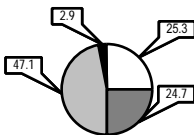
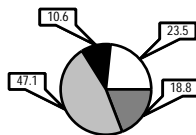
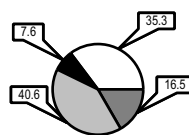
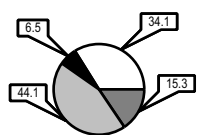
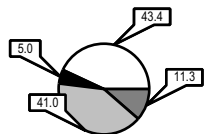
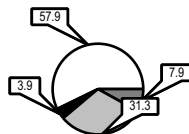
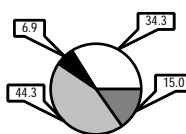
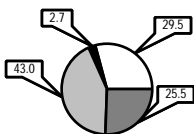
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	192	99.0	24.0	48.0	24.6	3.5	39.2	Yes	Yes
Gender									
Male	100	99.0	35.6	47.1	14.9	2.3	27.6	N/A	N/A
Female	92	98.9	11.9	48.8	34.5	4.8	51.2	N/A	N/A
Racial/Ethnic Group									
White	102	99.0	20.0	44.4	30.0	5.6	45.6	Yes	Yes
African American	50	100.0	31.8	52.3	13.6	2.3	31.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	39	97.4	25.0	50.0	25.0	0.0	33.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	172	98.8	20.5	50.6	25.6	3.2	41.0	N/A	N/A
Disabled	20	100.0	60.0	20.0	13.3	6.7	20.0	I/S	I/S
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	191	99.0	23.5	48.2	24.7	3.5	39.4	N/A	N/A
English Proficiency									
Limited English Proficient	37	97.3	25.7	51.4	22.9	0.0	31.4	I/S	I/S
Non-Limited English Proficient	155	99.4	23.5	47.1	25.0	4.4	41.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	158	99.4	26.2	51.8	19.9	2.1	32.6	Yes	Yes
Full-pay meals	34	97.1	13.3	30.0	46.7	10.0	70.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	192	100.0	23.1	46.8	18.5	11.6	41.6	Yes	Yes
Gender									
Male	100	100.0	30.7	39.8	20.5	9.1	39.8	N/A	N/A
Female	92	100.0	15.3	54.1	16.5	14.1	43.5	N/A	N/A
Racial/Ethnic Group									
White	102	100.0	19.8	40.7	22.0	17.6	50.5	Yes	Yes
African American	50	100.0	34.1	54.5	6.8	4.5	20.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	39	100.0	18.9	54.1	21.6	5.4	43.2	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	172	100.0	20.3	50.0	18.4	11.4	42.4	N/A	N/A
Disabled	20	100.0	53.3	13.3	20.0	13.3	33.3	I/S	I/S
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	191	100.0	22.7	47.1	18.6	11.6	41.9	N/A	N/A
English Proficiency									
Limited English Proficient	37	100.0	19.4	52.8	22.2	5.6	44.4	I/S	I/S
Non-Limited English Proficient	155	100.0	24.1	45.3	17.5	13.1	40.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	158	100.0	26.1	48.6	16.2	9.2	36.6	Yes	Yes
Full-pay meals	34	100.0	9.7	38.7	29.0	22.6	64.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	192	100.0	34.7	39.9	16.2	9.2	25.4
Gender							
Male	100	100.0	38.6	35.2	18.2	8.0	26.1
Female	92	100.0	30.6	44.7	14.1	10.6	24.7
Racial/Ethnic Group							
White	102	100.0	26.4	37.4	20.9	15.4	36.3
African American	50	100.0	52.3	34.1	11.4	2.3	13.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	39	100.0	35.1	54.1	10.8	0.0	10.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	172	100.0	32.3	43.0	17.1	7.6	24.7
Disabled	20	100.0	60.0	6.7	6.7	26.7	33.3
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	191	100.0	34.3	40.1	16.3	9.3	25.6
English Proficiency							
Limited English Proficient	37	100.0	36.1	50.0	11.1	2.8	13.9
Non-Limited English Proficient	155	100.0	34.3	37.2	17.5	10.9	28.5
Socio-Economic Status							
Subsidized meals	158	100.0	39.4	40.8	14.1	5.6	19.7
Full-pay meals	34	100.0	12.9	35.5	25.8	25.8	51.6

Social Studies							
All Students	192	100.0	33.5	45.1	15.0	6.4	21.4
Gender							
Male	100	100.0	36.4	46.6	11.4	5.7	17.0
Female	92	100.0	30.6	43.5	18.8	7.1	25.9
Racial/Ethnic Group							
White	102	100.0	28.6	41.8	18.7	11.0	29.7
African American	50	100.0	47.7	45.5	4.5	2.3	6.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	39	100.0	27.0	54.1	18.9	0.0	18.9
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	172	100.0	31.0	46.8	15.8	6.3	22.2
Disabled	20	100.0	60.0	26.7	6.7	6.7	13.3
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	191	100.0	33.1	45.3	15.1	6.4	21.5
English Proficiency							
Limited English Proficient	37	100.0	30.6	52.8	16.7	0.0	16.7
Non-Limited English Proficient	155	100.0	34.3	43.1	14.6	8.0	22.6
Socio-Economic Status							
Subsidized meals	158	100.0	38.0	46.5	12.7	2.8	15.5
Full-pay meals	34	100.0	12.9	38.7	25.8	22.6	48.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	63	96.8	17.0	41.5	37.7	3.8	41.5
	4	58	100.0	26.0	56.0	16.0	2.0	18.0
	5	44	100.0	10.5	60.5	28.9	0.0	28.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	96.9	25.5	34.5	38.2	1.8	40.0
	4	63	100.0	15.8	50.9	26.3	7.0	33.3
	5	65	100.0	30.5	57.6	10.2	1.7	11.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	63	100.0	10.9	60.0	23.6	5.5	29.1
	4	58	100.0	20.0	42.0	28.0	10.0	38.0
	5	44	100.0	26.3	47.4	21.1	5.3	26.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	100.0	21.1	52.6	21.1	5.3	26.3
	4	63	100.0	19.3	38.6	21.1	21.1	42.1
	5	65	100.0	28.8	49.2	13.6	8.5	22.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	63	100.0	14.5	52.7	20.0	12.7	32.7
	4	58	100.0	44.0	46.0	6.0	4.0	10.0
	5	44	100.0	52.6	28.9	15.8	2.6	18.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	100.0	26.3	50.9	19.3	3.5	22.8
	4	63	100.0	35.1	29.8	21.1	14.0	35.1
	5	65	100.0	42.4	39.0	8.5	10.2	18.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	63	100.0	9.1	43.6	29.1	18.2	47.3
	4	58	100.0	30.0	56.0	10.0	4.0	14.0
	5	44	100.0	34.2	39.5	23.7	2.6	26.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	100.0	15.8	47.4	31.6	5.3	36.8
	4	63	100.0	24.6	56.1	12.3	7.0	19.3
	5	65	100.0	59.3	32.2	1.7	6.8	8.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 513)				
First graders who attended full-day kindergarten	100.0%	Up from 81.8%	100.0%	100.0%
Retention rate	8.7%	Down from 14.3%	4.0%	2.8%
Attendance rate	96.0%	Up from 95.5%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 1.8%	0.1%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.2%	0.0%	0.0%
Eligible for gifted and talented	7.1%	Down from 8.2%	4.9%	10.4%
On academic plans	38.8%	N/AV	45.2%	33.6%
On academic probation	0.0%	N/AV	1.2%	1.0%
With disabilities other than speech	6.3%	Down from 8.8%	7.2%	7.5%
Older than usual for grade	9.5%	Up from 9.0%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	34.4%	Down from 46.4%	51.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.2%	2.4%
Teachers with emergency or provisional certificates	4.8%	Up from 4.0%	2.2%	0.0%
Teachers returning from previous year	82.3%	No change	85.1%	87.3%
Teacher attendance rate	97.6%	Up from 96.1%	94.6%	94.9%
Average teacher salary	\$38,678	Down 2.9%	\$41,385	\$42,485
Prof. development days/teacher	15.0 days	Up from 11.1 days	13.6 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 17.1 to 1	16.8 to 1	18.6 to 1
Prime instructional time	92.1%	Up from 90.5%	88.7%	89.7%
Dollars spent per pupil*	\$6,309	Up 7.4%	\$7,239	\$6,557
Percent of expenditures for teacher salaries*	61.3%	Down from 64.6%	61.8%	64.0%
Percent of expenditures for instruction*	65.6%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Below Average	Down from Excellent	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Ford Elementary is to develop productive, independent learners by providing a challenging and diverse education in a safe and supportive environment utilizing the entire community. We are proud of the history of our school and what it means to the Ford community. The Ford faculty and staff are passionate about education. We strive to teach the child, nurture the child, and empower the child.

We received the Red Carpet Award this year. We are very proud of the efforts of our staff, the beauty of our building, the warm inviting climate that always greets visitors, and our Ford Family daily.

Ford is a Title I school that truly appreciates and wisely utilizes Title I funds. Twenty-five percent of our student population is ESOL. We are blessed with wonderful, bright, caring, and eager-to-learn children. Our teachers are loving, caring, and nurturing adults who understand that the student/teacher bond is so very important.

Not only is Ford fortunate to have such a wonderful student and teacher population, we are proud of our parent and community support. This is a neighborhood school. This 1936 building is filled with memories and love and it keeps us ever mindful of what we truly mean to the surrounding neighborhoods.

Ford Eagles are proud of their past and know that the future will be bright because we are being educationally prepared by sound, proven strategies to accelerate learning.

Susan Simpson Heydt, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	59	38
Percent satisfied with learning environment	100.0%	76.3%	92.1%
Percent satisfied with social and physical environment	100.0%	77.6%	84.2%
Percent satisfied with school-home relations	74.3%	81.0%	76.3%

*Only students at the highest elementary school grade level at this school and their parents were included.